



فاعلية تدريس الزوائد الصرفية في تنمية المفردات اللغوية لدى طلبة قسم اللغة الإنجليزية – كلية الآداب – جامعة ذمار

The Effectiveness of Teaching Affixes on Developing Vocabulary among the Students of the Faculty of Arts, Dhamar University

Afaf Mohammed Al-Sakkaf

*Researcher - Department of English Language
Faculty of Education - Sana'a University -Yemen*

عفاف محمد السكاف

*باحثه – قسم اللغة الانجليزية
كلية التربية – جامعة صنعاء – اليمن*

Mohammad Abdu Al-Mekhlafi

*Researcher - Department of English Language
Faculty of Education - Sana'a University -Yemen*

محمد عبده المخلافي

*باحث – قسم اللغة الانجليزية
كلية التربية – جامعة صنعاء – اليمن*

المخلص:

سعت هذه الدراسة إلى التحقق من: أ) إلى أي مدى تؤثر الزوائد الصرفية في تطوير مفردات الطلاب ب) هل تؤدي عملية تدريس الزوائد الصرفية باللغة الإنجليزية إلى تعزيز معرفة المفردات بين متعلمي اللغة الإنجليزية كلغة أجنبية؟ وكان المشاركون في هذه الدراسة اثنان وأربعون طالبا. وهم طلاب السنة الثانية المسجلين في بكالوريوس الآداب بجامعة ذمار في اليمن في العام الدراسي 2023/2022. للإجابة على أسئلة هذه الدراسة كان لا بد من جمع البيانات المتعلقة بمفردات المشاركين وتأثيرها بالزوائد الصرفية. تم جمع البيانات عن طريق الاختبار، وتشير نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (≤ 0.05) بين متوسطات درجات طلاب المجموعتين (التجريبية والضابطة) في التطبيق البعدي لاختبار المفردات لصالح طلاب المجموعة التجريبية، ويمكن أن يعزى هذا الاختلاف إلى الطريقة التدريسية المستخدمة (البرنامج المقترح) والتي أدت إلى تنمية مفردات المشاركين، ومن خلال برنامج تدريس الزوائد الصرفية لوحظ أن البرنامج كان ممتعاً ومفيداً للغاية، لقد زودت وعي المتعلمين بالقواعد الصرفية وزادت من مفردات الطلاب أيضاً.

الكلمات المفتاحية: المفردات، تدريس الزوائد الصرفية، طلاب الجامعة، جامعة ذمار.

Abstract:

This study sought to investigate: a) To what extent, the teaching of affixes affect in developing the students' vocabulary b) Does the process of teaching the affixes in English enhances vocabulary knowledge among Yemeni EFL learners? The participants of this study were forty-two students. They were second-year students enrolled at the Bachelor program in the Arts college at the University of Dhamar in Yemen in the academic year 2022 /2023. To answer the questions of this study, it was necessary to collect data which are related to the participants' vocabulary and its influences by teaching affixes'. Data were collected by a test. The results of the study indicate that there are statistically significant differences at the level of significance (≤ 0.05) between the mean scores of the students of the two groups (experimental and control) in the post application of the vocabulary test in favor of the students of the experimental group, and this difference can be attributed to the teaching treatment which was used (the proposed program) which led to the development of the participants' vocabulary, through the program of teaching the morphological affixes. It was observed also that the program was very interesting and useful. It has increased learners' awareness of morphological rules and has added to the students' vocabulary as well.

Keywords: Vocabulary, Teaching Affixes, Dhamar University, University Students.

Introduction:

One of the basic Components of any language is vocabulary. The ability to have a wealth stock of vocabulary is essential for speaking, writing, listening, and reading in the English language. Tosun (2015) has defined Vocabulary as the foundation of any language, even individuals with strong grammar proficiency may find it difficult to communicate if they lack the required amount

of vocabulary. Hadi (2017) has defined vocabulary as the first and foremost important step in language acquisition.

According to Bhatti & mukhtar (2020), vocabulary is defined as the proper diction or the most significant thing in a language especially while speaking; furthermore, knowing vocabulary will also make it easier for us to communicate our ideas, feelings, and thoughts both orally and in writing in English, vocabulary competence is essential. It is

important to learn the fundamentals of English, including speaking, listening, reading, and writing. Words are the primary means of demonstrating the existence of a language. Without words, learning a language is nearly difficult because words are essential for human communication. It indicates that each word has a regulation to help with effective language use. It fits under the morphology category. (Tarigan & Stevani, 2020).

According to Saengpakdeejit (2014) Lexical knowledge is crucial for enhancing students' English ability, but because it can be difficult students typically experience a great deal of anxiety when learning new words. Teachers and researchers can create activities and materials that will help students improve their vocabulary learning and lexical competence by understanding the students' beliefs about vocabulary learning and the strategies they use to learn it (Hamzah et al., 2009). Increasing one's vocabulary involves a disorganized set of steps to get the desired outcome. Learning the vocabulary of English takes time. It gives the process of learning greater significance. One of the main reasons our students fail seems to be a lack of vocabulary. It is the main obstacle to learning, particularly with regard to English. ESL students' performance in educational environments depends on their ability to speak academic English.

Understanding morphemes and affixes, such as prefixes and suffixes, is one aspect of academic English that can improve students' performance. For ESL students looking to expand their vocabulary and enhance their skills, word formation is a suitable approach (Bhatti & Mukhtar, 2020). According to Chung and Kim (2020) Morphological awareness is thought to have a major role in vocabulary acquisition and ultimately in the development of literacy abilities. One cannot separate morpheme or affixation from vocabulary building. According to Tarigan and Stevani (2020), affixation is one method of influencing vocabulary.

Morphological analysis can be broken down into three distinct processes, as stated by (Eviyuliwati, Dzikrika, & Hasibuan, 2021). Dividing new words into their component

parts—roots and affixes—is the first stage, deciding what those components mean is the next stage. For students to correctly recognize the meanings, they must already be familiar with each part. The last stage is to reassemble the elements into a new, meaningful word after you have determined the meaning of each one.

One of the main complaints of learners is vocabulary. They can't hold onto the vocabulary words for very long. The current studies are insufficient to address this problem, students acquire a vast amount of vocabulary but are unable to store them in their long-term memory. Thus, it is anticipated that this research will aid students in acquiring and remembering language using affixes.

1. Vocabulary

Knowledge of words and their meanings is a broad definition of vocabulary, which is one of the most important aspects of learning a second language (Kim, 2013). An important part of learning a language is acquiring vocabulary in order to apply it to the other aspects that are studied (Sanchez, 2019). Kurniadi (2022) is in line with Sanchez in the role of vocabulary as it is one language element that links the four basic language skills :listening, speaking, reading, and writing.

1.1.The importance of vocabulary

Vocabulary is of prime importance for those who want to learn a language and it is considered to be a core subject in formal education. Without having access to a range of vocabulary, we won't be able to name objects, to express ideas about specific subjects or actions and get our meanings across (Jafari & Kafipour, 2013). According to Boldan and Yavuz (2017, p. 66) "Vocabulary knowledge has a significant position in language proficiency since it is a fundamental tool for communicative competence". According to Chung and Kim (2020) morphological awareness would make a significant contribution to vocabulary acquisition and eventually to literacy skills. Building vocabulary cannot be separated from affixation or morpheme. One way to affect vocabulary is affixation (Tarigan & Stevani, 2020) most of the previous studies confirm that knowledge of

affixes would help students learn English vocabulary and morphological awareness rules much faster: Bowers & Kirby (2009), Khoshkhoonejad, Khalifelu, and Abdipour (2016), Mahraj (2018), Tarigan and Stevani's (2020), Matwangsaeen (2023) indicated that the experimental group outperformed the control group in the process of guessing the meanings of complex words depending on the morphological analysis.

2. Affixation

One of the many ways that words are formed is through affixation, which is interesting because it results in the creation of a new word. According to Al-Mekhlafi (2015), one of the fundamental strategies for expanding the vocabulary of the English language is affixation, which is also one of the most effective methods for creating new words. Creating one part of speech from another and altering the lexical meaning of the same part of speech are the two purposes of affixes.

The morphological process through which bound morphemes are linked to a root or stems to reflect changes in meaning, part of speech, or grammatical connections is known as affixation (Aprilia, 2021). In line with (Obiamalu, 2016) affixation is the process of adding affixes to the base word to form a new word that has a different meaning. Affixation is divided into two processes; they are inflectional and derivational.

Inflectional is the affixation which leads a changing the grammatical meaning without changing the word class, for example the word easy and the word easier, whereas derivational is the affixation which leads a formation of new lexemes, a changing of word class, and changing the meaning, for example the word happy is an adjective whereas the word happiness is a noun. (Katamba, 1993), Sari et al. (2020, p. 187) also confirm that derivation is the morphological process that change the meaning of the base to which they are attached whose function is to create a new word.

On the other hand, (Plag, 2018) states that prefixes do not affect the basic pattern of a word, while suffixes can affect the basic pattern of the word. When a word is given a prefix, the base pattern remains the same as before.

Nirmala and Chanthiramathi (2020) point out making words by using affixes and roots is a very amusing way of seeing how words are made.

3.1. Affixes and Roots

Affixes, play in the acquisition of English as a second language. It intends to investigate the problems, difficulties, needs and interests in the area of affixes, and their importance in acquiring vocabulary (Bhatti & Mukhtar, 2020).

Roots are the fundamental building blocks of all words. Through learning prefixes and suffixes, students can get the meaning behind various words and have the skills of separating unknown words into elements that are easily understood, all facilitating understanding the meaning. Understanding the position of prefix (at the beginning) and suffix (at the end) in a word is important (Karimkhanlooei & Maboudi, 2017). A root is that part of a word which remains after all the affixes have been removed (Thakur, 2010). According to Karimkhanlooei and Maboudi (2017) roots are the fundamental building blocks of all words. Through learning prefixes and suffixes, students can get the meaning behind various words and have the skills of separating unknown words into elements that are easily understood, all facilitating understanding the meaning.

3.2. Affixes Derivation

Affix derivation is the process of incorporating affixes into a base word to form a new word. This process can occur on both sides of the base word, namely prefixes and suffixes (Tănase-Dogaru, 2019). Derivational affixes according to (Plag, 2018) affixes are used to form new words from roots that already exist in the language. These affixes affect the meaning of the root word and can change the word class.

3.3. The importance of affixes

Affixes play a great role in the acquisition of English as a second language. It intends to investigate the problems, difficulties, needs and interests in the area of affixes, and their importance in acquiring vocabulary (Bhatti & Mukhtar, 2020). Affixes play a very prominent and important role in teaching

vocabulary to ESL learners (Bhatti & Mukhtar, 2020). Nation (2001) states that a knowledge of affixes and roots has two values for a learner of English. It can be used to help the learning of unfamiliar words by relating these words to known words or to familiar prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context. Welkes (2008, p. 19) states that the internal structure of words by focusing on prefixes, suffixes, and roots will not only improve their knowledge base of words meanings but improve their decoding or ability to ‘sound out’, unfamiliar words.

Maulida (2023) confirms that the use of the derivational affixes contributes to word renewal as well as word expansion leading to word class change. It is also supported by many researchers, Hasani, Mousavi, and Zarei (2014) who confirm that acquiring by learning new words using affixes, students can improve their comprehension of unfamiliar terminology and expand their vocabulary. According to Welkes (2008, p. 19) students will gain a better understanding of word meanings by concentrating on prefixes, suffixes, and roots. They will also be better at decoding or sounding out unknown words.

There are three categories of affixes: prefixes, suffixes, and infixes. A **prefix** is a word-element that is added at the beginning of a word to form another word. According to Iseni (2022, p. 53) a prefix is an affix that appears before the base of the word. When it is introduced at the beginning, it transforms a word into another. However, in many cases, the part of speech of the word is kept as it.

Table NO (01):

the function or meaning of some prefixes.

Table of the function or meaning of some prefixes

No.	Function/ Meaning	prefixes
1.	Negative	un-, in-, non-, anti-, a-, dis-, mal-mis-
2.	Quantity	uni-, mono-, bi-, tri-, pan-, multi-, semi-, poly-, equi-
3.	Verb	en-, be-
4.	Position	pre-, post-, inter-, intra-, extra-

5.	Relationship	super-, sur-, epi-, hyper-, sub-, hypo-, para-
6.	Movement	ex-, in-, ad-, ab-, trans-, pro-, de-, re-, se-
7.	With or Against	syn-, co-, contra-

A **suffix** is a word that is attached to the end of a word to create a new term or to produce an altered version of the original word.

Table NO (02):

the function or meaning of some suffixes.

No.	Function/ Meaning	Suffixes
1.	Noun	-er, -ist, -ian, -ant, -ary.
2.	Verb	-en, -ify, --ate, -ize.
3.	Noun	ance, -ity, -hood, -ship, -ness, -ion, -ment, -ism-, age.
4.	Adjective	-able, -less, -al, -en, -ful, -y, -ous, ary, -ive.
5.	Adverb	-ly, -ward, -wise.

An **infix** is a word that is inserted into the middle of a word to form another word. Iseni (2022, p. 54) An infix is a type of affix that is far less common and unusual in English, and it serves a slightly different purpose. An infix is inserted straight into a base word as opposed to being added to the beginning or end of it. Iseni (2022) states that in English, an infix is a letter that is added to a word; for example, the word cupful can become plural by adding the letter s as an infix, making cupsful; infixes also sometimes appear in humorous inventions.

3.4. The Procedures of Teaching Vocabulary through Affixation Strategy

According to Nation (2001), using word parts to help retain the meaning of a term is an important vocabulary acquisition approach. This technique demands learners to be familiar with the most common and regular affixes, recognize them in words, and re-express the meaning of the word using the meanings of its word parts. Nation (2001, p. 437) states that there are three aspects of word building

knowledge that are worth monitoring by a teacher as follows :

- 1- The students need to be able to identify word parts within words 1.
 - a. Words to split apart are offered to the students.
 - b. The students arrange the words into parts.
- 2- The students need to be able to differentiate between the functions and implied meanings of the affixes.
 - a. The students are required to write the meaning or function of each word part on a list of word parts.
 - b. These elements could be communicated directly.
- 3- Students need to understand that adding an affix to a word alters its form in both written and spoken language.

4. The Problem of the Study

This study aimed to investigate the effectiveness of a program based on teaching affixes in developing morphological awareness and vocabulary among the students of the Faculty of Arts, Dhamar University and their attitudes. Some of the students stated that they felt difficulty in memorizing vocabularies. There were only limited numbers remained. The traditional method was usually used during their study for English in the previous period. It was only by looking for difficult words' meaning in the dictionary, and students are supposed to memorize new words that they heard or read in an English textbook. It made the students bored and unmotivated with the English subject. If they can use affix as the subpart of word, they can acquire a lot of new vocabularies and their meanings because most words can be easily linked by determining the word class.

4.1. AIMS OF THE STUDY

This study aims to :

1. Investigating the effect of teaching affixes in developing the students' vocabulary of English.
2. Investigating whether the process of teaching affixes in English enhances vocabulary knowledge among Yemeni EFL learners?

4.2. QUESTIONS OF THE STUDY

The present study tried to answer the following research questions :

1. What is the effect of teaching affixes in developing the students' vocabulary of English?
2. Does the process of teaching affixes in English enhance vocabulary knowledge among Yemeni EFL learners?

4.3. LIMITATIONS OF THE STUDY

The scope of the present study is limited in terms of the following aspects.

1. Topical limitations: It measured the effectiveness of teaching affixes in developing students' vocabulary.
2. Human limitations: The population of this study was limited to the second-Grade students.
3. Locative and Temporal limitations: this study was conducted in the Department of English at the Faculty of Arts, Dhamar University in Yemen during the second semester of the academic year 2022-2023 .

4.4. METHODOLOGY

4.4.1. Participants

The participants of this study were forty-two students. They were all second -year students enrolled at the Bachelor in Arts program at the University of Dhamar in Yemen in the academic year 2022 /2023. The participants in this study were two groups of students in the second year of the English Department at the Faculty of Arts, Dhamar University, Yemen. There were about 21 students in each group. The participants of this study are homogenous in terms of language proficiency.

All the participants are enrolled in a second-year degree program course and have studied at the university for one and a half year. They have studied some linguistic courses that do not involve affixation. Therefore, it was assumed that the participants should enjoy some affixation rules and try to improve their morphological awareness and vocabulary too.

4.5. INSTRUMENT

To answer the questions of this study, it was necessary to collect data which are related to

the influences of the students' vocabulary by teaching affixes. Therefore, a test was used.

4.5.1. The New Vocabulary Level Test

The New Vocabulary Level Test (New VLT), which measures students' ability to use words productively and receptively, is an adaptation of McLean and Kramer (2015). This exam seeks to ascertain students' level of vocabulary growth and their proficiency with the most common words in a specific corpus. The most common 5,000-word leveled classes are included in NVLT, which is the selection criterion used in this study.

The participants in this study are Yemeni students learning English as a foreign language whose English vocabulary size is expected to be limited, so having a test that includes a mixed selection from different levels is appropriate. In addition, the NVLT is generated from frequency lists that are representative of newer and larger corpora.

The NVLT has a thirty-item segment testing students' knowledge of academic word lists, and five levels of 24-items measuring students' knowledge of the most common 5,000-word classes. According to McLean and Kramer (2015), "The target words of the NVLT come from Nation's (2012) British National Corpus (BNC)/Corpus of Contemporary American English (COCA) word lists." as cited in (McLean & Kramer, 2015, p. 6). According to McLean and Kramer (2015), the NVLT is utilized because it can be used to diagnose students' vocabulary knowledge at the start of a study, assess performance during the study (i.e., formative assessment), and identify the knowledge acquired by the end of the study (i.e., summative achievement).

A test consisting of fifty carefully chosen words from the NVLT will be given to the students. You have thirty minutes to complete the entire test. This pretest-posttest quasi-experimental control group design of the study aims to determine how training may impact Yemeni EFL learners' vocabulary knowledge. Therefore, the two participant groups will take this test both before and after the program.

5. Testing the Research Hypotheses:

The research hypotheses were validated as follows:

Investigating whether the process of teaching affixes in English affects vocabulary knowledge among Yemeni EFL learners.

To achieve this objective the New Vocabulary Level Test adapted from McLean and Kramer (2015) is used in this study.

5.1. Testing the First Alternative Hypothesis:

The first alternative hypothesis states: **"There are statistically significant differences at the level of significance (≤ 0.05) between the mean scores of the experimental group students in the two applications (pre and post) of the vocabulary test".**The paired samples test for two related samples was employed in the vocabulary test to compare and identify any changes between the two applications (pre and post) for the experimental group, and the results are shown in the Table (3) as follows:

Table (3)

The results of the t-test (paired samples test) to compare the mean scores of the experimental group in the pre- and post- application of the vocabulary test

Test	Mean	N	Std. Deviation	T	Df	Sig.	Effect Sizes Cohen's d	The size of effect
Pre	17.29	21	4.42	7.2	20	0.00	1.57	Huge

Table (3) makes it clear that while the mean for the pre-application was (17.29), the mean for the post-application was (26.81). This indicates that students performed better on this skill on the post-application than they did on the pre-application, and the value of "T" reached a significance level of (7.20) in the post-application. The value of the effect size was (1.57), with a high effect size, and it was statistically significant at the level (≤ 0.05) with a value of (0.00). From the information presented above, we draw the conclusion that there are statistically significant differences at

the level of significance (≤ 0.05) between the mean scores of the experimental group students in the two applications (pre and post) to test vocabulary in favor of the post application, indicating the validity of the first hypothesis, which is why it was accepted.

5.2. Testing the Second Hypothesis:

The **second** alternative hypothesis states: **"There are statistically significant differences at the level of significance (≤ 0.05) between the mean scores of the two groups' students (experimental and control) in the post application of the vocabulary test"**.

The vocabulary test was conducted using the t-test for two independent samples in order to evaluate and identify the differences between the two groups (experimental and control) in the post application. Table (4) demonstrates these findings:

Table (4)

The results of the t-test (Independent Samples Test) for the comparison between the mean scores of the control group and the experimental group in the post application of the vocabulary test.

Group	N	Mean	Std. Deviation	T	Df	Sig.	Effect Sizes Cohen's d	The effect size
Experimental	21	26.81	3.20	8.32	40	0.000	2.57	Huge
Control	21	17.48	4.02					

It is evident from Table (4) that the experimental group's mean score was (26.81), while the control group's mean score was (17.48). The value of "T" was (8.32), which is statistically significant at the level (≤ 0.05), indicating that the experimental group's students performed better than the control group's students in the post-application of the vocabulary test items. From what has already been said, it is obvious that there are statistically significant differences between the

mean scores of the two student groups (experimental and control) in the post application of the vocabulary test in favor of the experimental group students at the level of significance (≤ 0.05). This shows the validity of the second hypothesis and for this reason it was accepted.

The statistical analysis of data has revealed that the experimental program plays a significant effect in developing and enhancing participants' vocabulary. By applying morphological principles and functions, the morphological affixes training assisted in predicting and understanding the meaning of words. It became quite simple for participants to generate a vast number of different words by adding any of the affixes, either prefixes or suffixes. For example, from the term teach, we may get various words like teacher, teaching, teachable, teachability, and so on. From the word clear, we can get words like clarify, clarification, and unclear, all of which have different meanings and parts of speech.

Thus, the first research question, which states, **"What is the effectiveness of the program based on teaching morphological affixes in developing vocabulary among students of the Faculty of Arts, Dhamar University?"** has been answered as follows:

Hence the second research question has been answered, which states, Does the process of teaching affixes in English enhance vocabulary knowledge among Yemeni EFL learners?

6. Discussion of the Findings Concerning the Questions of the study

The first question of the study was (What is the effectiveness of the program based on teaching morphological affixes in developing vocabulary among students of the Faculty of Arts, Dhamar University?)

For the purpose of verifying the hypothesis related to this, the researcher examined the hypotheses that have been already mentioned and has found that the first evidence for the high effect of teaching the program of affixes on developing students' vocabulary was that the experimental group's

post- test scores were observed higher and better than pre- test. This was proven by paired sample t-test's results. The second evidence was confirmed by the fact that the experimental class taught by teaching affixes was remarkably better than that of the traditional class taught conventionally and this was proven by the results of the independent sample t-test. Accordingly, this gave us an answer for the main question of the study that there was remarkably significant effect of teaching affixes on EFL students' vocabulary.

According to the hypotheses related to this question, it has been noted that, the mean scores of the experimental group in the post-test were remarkably better than those of the pre-test. It is also evident that there are statistically significant differences between the mean scores of the two groups of students (experimental and control) in the post application of the vocabulary test, and these differences are statistically significant at the level of significance (≤ 0.05) in favor of the students of the experimental group. This difference can be attributed to the teaching strategy that was used, the proposed program, which led to the improvement of the students of the experimental group.

Therefore, the hypotheses were confirmed in this study, and they are considered as evidence for the significant effect of teaching affixes on improving EFL students' vocabulary. It can be said that teaching affixes program really enhanced vocabulary knowledge among Yemeni EFL learners. This can give us an answer for the second question, which states, "(Does the process of teaching affixes in English enhances vocabulary knowledge among Yemeni EFL learners)".

7. MAIN FINDINGS

Based on the discussion of the results of the study, the following findings can be forwarded.

1. The results of this study show that there is a positive relationship between teaching affixes and student's vocabulary. That is teaching affixes program has enhanced students' vocabulary during and after the period of treatment.

2. The findings of the study show that the level of vocabulary acquired differed significantly between the experimental and control groups. It also showed that the program of teaching affixes raised the learners' awareness of morphological rules and enabled them to apply the morphological analysis to words they had never encountered before. Furthermore, it was beneficial to use morphological principles to predict new forms based on pre-existing components.

8. CONCLUSIONS

Based on the analysis of the data of this study, it was observed that at the start of the treatment phase, the study participants had very low levels of morphological awareness and vocabulary, spoke very briefly, lacked sufficient vocabulary to engage in meaningful conversation, and were unaware of how words can be formed into different parts of speech by adding affixes.

On the other hand, at the conclusion of the treatment period, it was discovered that the participants of the experimental group exhibited an amazing capacity to create words of various word classes and had a large number of vocabulary—both of which are essential for EFL learners. After receiving treatment for affixes, their morphological awareness improved to perfection.

The findings also showed that there was a significant improvement of the students' vocabulary mastery through affixation strategy. They gain better achievements in their English learning and proficiency. In addition, the findings of Tabatabaei & Yakhabi (2011), Bhatti and Mukhtar's study (2020), Eviyuliwati, Dzikrika, and Hasibuan (2021), Afri and Putra's (2021), Shen and Crosson (2022), are in line with the current study in which they indicated that the morphological analysis technique is effective to teach vocabulary.

To conclude, Affixation can produce a large number of words, which facilitates vocabulary development. By relating new words to well-known terms (prefixes or suffixes), two advantages come with understanding affixes and roots for an English student, it can facilitate the learning of

unfamiliar words. It can also facilitate the acquisition of new words by determining if an unexpected word has been correctly inferred from context.

In summary, teaching affixes methods helps EFL students generate new words and apply them in spoken or written language. It also helps them increase their vocabulary and morphological awareness.

Students gained more vocabulary and improved text comprehension as they learned how English words are created by combining prefixes, suffixes, and roots. By examining and analyzing the meaning of a prefix, suffix, or other word root, they may identify the meaning of an ambiguous term. Students' morphological awareness would increase as a result of these sentences, which would help them grasp how to use the affixation strategy to expand their vocabulary.

Furthermore, the teacher feedback is crucial in providing students with chances to successfully practice their English outside of the classroom. Finally, teaching affixes combines learning with enjoyment, which develops self-motivation through real-world EFL practice and is seen as a fundamental objective of learning any language.

9. Recommendations:

Considering the stages of implementation of the research and its results, the following recommendations can be made:

a. Recommendations to the People Concerned of Yemeni TEFL

- TEFL supervisors are recommended to organize training programs and workshops for EFL teachers in the use of affixes methodology and the benefits of using this method in improving students' morphological awareness and vocabulary.
- TEFL supervisors are recommended to supply materials with many lessons and activities related to the different rules of affixes, which will help them later in understanding the meaning of the word.

b. Recommendations to the Teachers

- EFL teachers are recommended to supply the students with the basic rules of the affixes to improve their morphological awareness, which will help them later in recognizing the base from the affixes.
- EFL teachers must choose morphology materials that have a lot of morphological activities in order to improve students' morphological awareness as well as vocabulary.
- EFL teachers are recommended to teach students how to derive different parts of speech from the same base of word.
- EFL teachers are also recommended to involve the affixes in sentences to help students to know the correct location for each part of speech.
- It is recommended that quizzes, exercises and tests for affixes should be used to enhance the vocabulary among students.

c. Recommendations to the Students

- EFL students can use affixes to help them in learning unfamiliar words by relating these words to known words or to familiar prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context.

EFL students should learn the affixes rules and try to employ them to increase their morphological knowledge and vocabularies.

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